Special Educational Needs and Disabilities Policy

1 Purpose and Scope

1.1 Exeter College is committed to creating an inclusive college, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

1.2 This policy is in place to outline the consistent, fair and effective Special Educational Needs & Disabilities (SEN&D) offer to ensure that the needs of learners with SEN&D are met.

1.3 The purpose of this policy is to ensure there is fair access for all learners with a confirmed SEN&D and that those learners who may need short term support, but with no confirmed SEN&D, receive appropriate intervention within the boundaries of our graduated response offer.

1.4 This policy will address the following:

- Enrolment considerations for those with a diagnosed Special Educational Need and any learner who may need low level support short term.
- The Graduated Response offer for all students who study at Exeter College.
- How those Students with an EHCP will access the college wide support services.
- Higher Education Additional Learning Support

2 Definitions

2.1 **SEN&D** – Special Educational Need and Disability

2.2 **EHCP** – Education Health Care Plan

2.3 **LA** – Local authority

2.4 **Graduated Response** – College specific menu of support organised by level of support need

3 Policy

Application

3.1 Learners with an EHCP will be referred to the college in the first instance via their Local Authority (LA). The Exeter College Student Access Panel will consult directly with the LA. The college will follow the guidance laid out in the SEND code of Practice 2014. The purpose of this panel is to offer bespoke and individualised consideration of each application and consultation to ensure, where appropriate, a suitable programme of study is secured for the learner, reasonable adjustments are made, and effective transitions are organised.

3.2 All learners are asked to identify their SEN&D at the application stage, which will trigger a Learning Support Interview before the main Faculty interview. Where appropriate, after a course offer, a pre-induction action may be offered.

3.3 Once a course place has been offered specialist staff may identify extended transition needs and these may include:

    3.3.1 Taster days

    3.3.2 Specialist transition sessions

    3.3.3 Keep in touch days

    3.3.4 Meetings with parents, learners and school staff

    3.3.5 Observations within current provision

3.4 Places are offered provided that the college has been sent the necessary documentation and that the places available match the individual support needs of the student

3.5 We are unable to safely meet the needs of learners who require physical restraint as part of a planned behaviour intervention within the college.

3.6 All offers are linked to the courses displayed in the Exeter College Prospectus, we do not offer bespoke full time or part time teaching programmes of study purely on a 1:1 basis. Exeter College will provide appropriate advice and guidance for all learners with an EHCP to ensure they are guided towards programmes which support their long-term goals. This will include a consideration of each learner's prior achievements. Learners will need to meet the programme's entry requirements and will be offered programmes which are age appropriate. We reserve the right to make decisions relating to appropriateness of admission in connection with the age of any applicant where safeguarding best practice requires the College to do so.

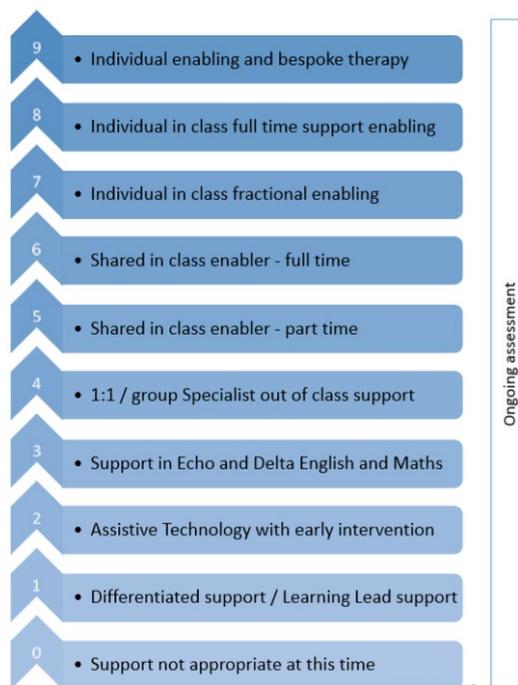**Graduated Response- providing support**

3.7 Exeter College has developed the Graduated Response to ensure the delivery of personalised, flexible and innovative support centred on the individual needs of the individual student enabling them to overcome their barriers to learning, equipping them for future success. All Offers of Learning Support are determined by the Graduated Support framework detailed below.

3.8 EHCP students will have their support provision outlined in their plan, and their support is covered by Graduated Response Levels 1 to 9. EHCP students at Exeter College get an EHCP Link Worker. This is a good opportunity for EHCP students to address any issues with their study skills. There is no need to request separate support for EHCP students.

3.9 SEN&D students and student without SEN&D, can have support if requested by a tutor. This category of students gets support that is covered by Graduated Response Levels 1 to 4. Requests for support can cover any of the following:

    3.9.1   GCSE English and Maths support in-class

    3.9.2   Digi (assistive) technology

    3.9.3   Assignment planning skills

    3.9.4   Academic writing skills

    3.9.5   Revision methods

    3.9.6   Revision planning

    3.9.7   Research methods

    3.9.8   Note taking skills

Learning Support Graduated Response

Level	Support
9	• Individual enabling and bespoke therapy
8	• Individual in class full time support enabling
7	• Individual in class fractional enabling
6	• Shared in class enabler - full time
5	• Shared in class enabler - part time
4	• 1:1 / group Specialist out of class support
3	• Support in Echo and Delta English and Maths
2	• Assistive Technology with early intervention
1	• Differentiated support / Learning Lead support
0	• Support not appropriate at this time

Ongoing assessment

Higher Education & Learning Support

3.10 EHCPs do not extend to university-level provision. However, learning support for HE students is available as follows:

3.10.1   Learners who access Higher Education courses at the college can apply for Disabled Students Allowance (DSA) to cover the cost because of a mental health condition, long term sickness or other disability.

3.10.2   If the learner has dyslexia or has another specific learning difficulty, they may be eligible for DSA to help with extra costs of studying in Higher Education. This is paid in addition to any other student finance that has been applied for and does not need to be repaid.

3.10.3   To be eligible the learner will have to submit evidence of their disability and any award or decline of support will be the decision of the DSA and Student Finance England.

3.10.4   Should an HE learner require an assessment for a specific learning difficulty such as dyslexia, Exeter College will offer a service which can be purchased privately.

4   Implementation

4.1 All Applications for Learning Support will be accessed either on receipt of an EHCP application via the LA, or by a request for support from a tutor via the student eILP page. For EHCP applications, after the Student Access Panel has assessed that the college can meet the learners needs the local authority will be informed and an offer of an interview will be made.

4.2 For a learner without an EHCP the Tutor requests support and if appropriate will be provided for fixed periods with specific learning targets. Assessment for exam access arrangements and/ or learning support is available for any learner who joins the College from an alternative education setting (for example a PRU or home-educated)

4.3 Where appropriate, the purpose of learning support is to enable the learner to develop skills to complete tasks and activities and learning independently and will be reviewed at regular intervals. Those learners with an EHCP may have longer term support needs which will be regularly reviewed as detailed in the SEND Code

of Practice. If students regularly do not attend planned support appointments the support service will be withdrawn.

4.4 Applications, support requests and Practices are reviewed at regular meetings of the High Needs Transition Panel.

4.5 Applications or issues Referred to this team of specialists will undertake a robust assessment that will ensure decisions are fair and substantive and may include some or all the following:

4.5.1 Attendance on Entry / transition / Link programmes

4.5.2 Face to Face meetings with the learner

4.5.3 Meetings with Parents and Carers

4.5.4 Visits to schools or homes where appropriate, gaining access to the latest school reports and other relevant documentation

4.5.5 Contribute to school based EHCP's with the school SENCO face to face or by phone

4.5.6 EHCP consultations/ Reviews

4.5.7 Conversations / meetings with other agencies or professionals (e.g. therapist)

4.5.8 Individualised Information and Guidance

4.5.9 Individualised transition programmes

4.5.10 Initial liaison with curriculum areas within the college to ensure access requirements can be addressed

4.5.11 The panel will answer on behalf of the college any appeals or alternative requests with connection to learning support or EHCP concerns

4.5.12 Risks to self or others / safeguarding considerations

5 Associated Documentation

5.1 Children and Families act 2014

5.2 SEND code of Practice 2014

5.3 Equality Act 2010

5.4 Human Rights act 1998

5.5 And any other relevant legislation

5.6 Child Protection and Safeguarding Policy

5.7 Admissions Policy

5.8 Equality & Diversity Policy

5.9 Intimate Care Policy

5.10 Supporting Learners with Medical Needs

5.11 Health & Safety Policy

5.12 Equipment Loans Eligibility Guidance

6 Monitoring, Reviews and Evaluation

6.1 The Senior Leadership team is responsible for the approving of the SEN and D Policy

6.2 The Board (Quality and Standards Committee) is responsible for adopting the SEN and D

6.3 The Head of Foundation Learning and Support will review this policy bi-annually

6.4 The definitive version of the policy is stored in the College Leadership SharePoint Site